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ABSTRACT

This book presents data from Recruiting New Teachers, Inc.'s national study that focused on urban teacher induction programs and practices in the United States. The book's seven parts are as follows: (1) "Introduction"; (2) "Induction's Recent History"; (3) "Major Findings of the Program Survey and Site Visits"; (4) "State-Initiated Induction Programs"; (5) "Conclusions and Recommendations"; (6) "References"; and (7) "Appendices." The two appendices provide program profiles and a program directory. The study demonstrates how large urban school districts (many dealing with issues of teacher shortage, inadequate training, and high turnover) are meeting the needs of teachers during their first 3 years in the classroom. The study examined induction's critical role in developing and retaining teaching professionals. It involved a comprehensive review of literature on the subject; surveys of school district personnel nationwide; site visits in 10 major cities; mail and telephone surveys of state education agencies; and a review of induction-related state agency documents. Overall, results indicate that most urban school districts are providing various forms of support and assistance to inductees. As a result, fewer new hires were left to learn the ropes alone. However, over one-fourth of the programs were not serving all eligible inductees. Moreover, not enough is known about the real quality of induction experiences for those who are served. The data demonstrate the efficacy of induction programs in helping to reduce new teacher turnover. The report lists six steps that school leaders, university teacher educators, state and federal policymakers, and foundations should take to meet the needs of novice teachers and retain them in the teaching profession. The Executive Summary provides a 10-page overview of the study. (SM)